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ABSTRACT

The report to the state legislature examines the status of culturally disadvantaged mentally gifted minors in California. The report is preceded by sections of the education code which outline report requirements and criteria for identification of the culturally disadvantaged, underachieving mentally gifted. The report provides data on the following: number of pupils identified during the 1969-70 school year as culturally disadvantaged, underachieving mentally gifted minors (408 pupils); the school districts that maintained special or regular day classes for culturally disadvantaged, underachieving mentally gifted children (37 school districts), and projections of the number of culturally disadvantaged, underachieving mentally gifted minors expected to be identified (4,540 pupils) and enrolled in special class and regular class (3,951 pupils) located in 135 school districts during the 1970-71 school year. (DB)

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Culturally Disadvantaged, Underachieving Mentally Gifted Minors

A Report to the California Legislature
as Required by Statutes 1968, Chapter 1339, Section 5

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles – Superintendent of Public Instruction
Sacramento, 1971

EC060502

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Education Code Section Containing Requirement for This Report

"Mentally Gifted Minor," "Program" and "Participating Pupil" Defined

6421. (a) "Mentally gifted minor," as used in this article, means a minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2 percent of all students having achieved his school grade throughout the state or who is otherwise identified as having such general intellectual capacity but for reasons associated with cultural disadvantages has underachieved scholastically.

(b) "Program" means a special educational program for mentally gifted children, including the identification of such children, which meets the standards established pursuant to this article and which is approved by the Superintendent of Public Instruction.

(c) "Participating pupil" means a pupil identified as a mentally gifted minor who for a school semester or a school year takes part in a program.

(Added by Stats. 1961, Ch. 883; amended by Stats. 1968, Ch. 1339.)

Note: Stats. 1968, Ch. 1339, also contained the following provision:

SEC. 5. The Department of Education shall provide to the Legislature, on or before the fifth legislative day of the 1969 Regular Session, a preliminary report detailing the criteria to be utilized for identifying culturally disadvantaged pupils pursuant to this act.

The department shall provide the Legislature, on or before November 1, 1970, with a final report regarding pupils identified pursuant to this act, including, but not limited to:

1. The number of pupils so identified during the 1969–1970 school year.
2. The districts which provided services to mentally gifted but culturally disadvantaged pupils.

3822. Separate Criteria for Identifying Culturally Disadvantaged, Underachieving, Mentally Gifted Minors. A culturally disadvantaged, underachieving, mentally gifted minor shall be identified by the committee described in Section 3821 as follows:

(a) As "culturally disadvantaged"—through the committee's study of all available and pertinent evidence of a child's language, cultural, economic, or environmental handicaps that have in the past and may in the future interfere with his success in school, restrict the development of intellectual and creative ability, and prevent full development of his potential. The report of the committee shall specify the disadvantage or disadvantages to which the pupil is subject. "Cultural disadvantage" shall be distinguished from cultural difference; it implies a lack of cultural background rather than a comparison among cultures.

(b) As "underachieving scholastically"—by comparing the pupil's general intellectual capacity with this achievement on the basis of all pertinent evidence related to cultural disadvantage. Consideration shall be given to each of the following:

(1) The judgment of the committee, all concurring, that the pupil could achieve at the upper two percent level were it not for his cultural disadvantage.

(2) Test scores revealing discrepancies between general intellectual ability and achievement.

(3) All pertinent school records.

(c) As "mentally gifted"—on the basis of the judgment of the committee that he may be expected within a reasonable time and with appropriate curricular modifications to perform in school at a level equivalent to that of the mentally gifted minors identified pursuant to Section 3821. This judgment shall be based upon one or more of the following:

(1) Precocious development and maturation in the preschool or primary period, or outstanding scholastic accomplishment at any point in his school career.

(2) Unusual resourcefulness in coping with responsibilities, opportunities, deprivations, problems, frustrations, obstacles, lack of structure and direction, or overly structured settings.

(3) Outstanding achievements skills, or creative products.

(4) Scores at or above the 98th percentile on nonverbal (performance) scores of individual intelligence tests approved by the Superintendent of Public Instruction.

(d) In no case shall the minors identified pursuant to this section exceed two percent of the culturally disadvantaged pupils (as defined in Education Code Section 6152) within the school district.

Sections of the California Administrative Code, Title 5, Education, Which Outline Criteria to Be Used for Identifying Culturally Disadvantaged, Underachieving Mentally Gifted Minors

Chapter 2. Identification of Mentally Gifted Minors

DETAILED ANALYSIS

Section
3820. Responsibility and Procedure for Identification
3821. Evidence to be Studied, Except for Culturally Disadvantaged Underachieving Pupils
3822. Separate Criteria for Identifying Culturally Disadvantaged, Underachieving, Mentally Gifted Minors

3820. Responsibility and Procedure for Identification. The responsibility for the identification of a pupil as a mentally gifted minor for whom special allowances may be paid under the provisions of Education Code Section 6126 (hereinafter called "mentally gifted minor") shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based upon a developmental case study made by an identification and placement committee (hereinafter called "the committee") of all pertinent evidence as to a pupil's general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologists's summary and evaluation). The committee shall consist of the school principal, a classroom teacher familiar with the school work of the pupil, a credentialed school psychologist, and any other person or persons designated by the district employee responsible for making the identification.

History: 1. New Chapter 2 (Sections 3820–3822) filed 6-20-69; effective thirtieth day thereafter (Register 69, No. 25).

3821. Evidence to Be Studied, Except for Culturally Disadvantaged, Underachieving Pupils. Except for culturally disadvantaged, underachieving pupils described in Section 3822, among the items of evidence studied by the committee shall be evidence described in either (a), (b), or (c):

(a) A score at or above the 98th percentile on a full scale individual intelligence test approved by the Superintendent of Public Instruction and administered to the pupil by a person qualified to administer individual intelligence tests. The norm to be used for the score is the norm for children of the same age as the pupil tested.

(b) For a pupil in grades seven through twelve, a score at or above the 98th percentile in each of two tests chosen from a list of tests approved for the purpose by the State Board of Education and administered by a qualified person to the pupil while he was enrolled in grade 7 or above and within 24 months of the date of identification. The two required tests are:

(1) A standardized full-scale group test of mental ability.
(2) A standardized test of one of the following:
  (A) Reading achievement.
  (B) Arithmetic achievement.
  (C) Science achievement.
  (D) Social science achievement.

(c) The judgments of teachers, psychologists, and administrators and supervisors who are familiar with the demonstrated ability or potential of the minors. In any given district not more than five (5) percent of the pupils identified under Section 3821 as mentally gifted minors shall be identified on such judgments alone.

Report to the Legislature on Mentally Gifted but Culturally Disadvantaged Pupils

In this report to the Legislature, the California State Department of Education provides data on the following:

1. Number of pupils identified during the 1969-70 school year as culturally disadvantaged, underachieving mentally gifted minors

2. School districts that maintained, during the 1969-70 school year, special day (minimum school day) or regular day classes for culturally disadvantaged, underachieving mentally gifted minors

3. Projections of the number of culturally disadvantaged, underachieving mentally gifted minors who will be (1) identified and (2) enrolled in special day and regular day classes during the 1970-71 school year

Identification of Pupils

During the 1969-70 school year, 408 pupils were identified by California school districts as culturally disadvantaged, underachieving mentally gifted minors. These pupils were identified according to the provisions of the California Administrative Code, Title 5, Education, Section 3822. (See Table 1 for a breakdown by school district of the number of pupils who were identified.)

Participation of School Districts

In the 1969-70 school year, 37 California school districts enrolled 1,730 culturally disadvantaged, underachieving mentally gifted minors in special day and regular day classes. (See Table 1.)

Projections of School District Participation

Department projections of school district participation in programs for culturally disadvantaged, underachieving mentally gifted minors are based on information submitted by the districts on prior program approval forms. Using this information, the Department projects a 354 percent increase in school district participation in these programs during the 1970-71 school year. Of the 244 school districts that submitted prior program approval application forms, 135, or 55.33 percent, stated that they planned to conduct classes for culturally disadvantaged, underachieving mentally gifted minors in the 1970-71 school year.

Projections of Pupil Identification and Enrollment

A breakdown of the projected identification and enrollment of culturally disadvantaged, underachieving mentally gifted minors during the 1970-71 school year follows:

Identification

A total of 4,540 culturally disadvantaged, underachieving mentally gifted minors will be identified.

Culturally disadvantaged, underachieving mentally gifted minors identified during the year (4,540) will comprise 3 percent of all pupils identified as mentally gifted minors (131,412).

Enrollment

A total of 3,951 pupils identified as culturally disadvantaged, underachieving mentally gifted minors will be enrolled in programs.

Culturally disadvantaged, underachieving mentally gifted minors enrolled in programs (3,951) will comprise 3 percent of all mentally gifted minors enrolled in programs (126,872).

Culturally disadvantaged, underachieving mentally gifted minors enrolled in programs (3,951) will comprise 87 percent of pupils identified as culturally disadvantaged, underachieving mentally gifted minors (4,540).

Other mentally gifted minors in programs (120,417) will comprise 95 percent of those identified as mentally gifted minors (126,872) other than those identified as culturally disadvantaged and underachieving.

A total of 4,480 culturally disadvantaged, underachieving mentally gifted minors will be permitted to enroll in programs for the mentally gifted according to the provisions of the California Administrative Code, Title 5, Education, Section 3822(d).

TABLE I

Number of Mentally Gifted Minors in School Districts Which Identified Mentally Gifted but Culturally Disadvantaged Pupils and that Maintained Programs in 1969-70

COUNTY School district	Number of culturally disadvantaged, underachieving mentally gifted pupils		Number of other mentally gifted minors enrolled
	Identified*	Enrolled*	
ALAMEDA			
Livermore Valley Joint Unified	3	3	391
Oakland City Unified	110	76	1,361
CONTRA COSTA			
Richmond Unified		16	2,046
FRESNO			
Clovis Unified		5	201
Fowler Unified		1	22
Fresno City Unified	30	15	80
KINGS			
Hanford Elementary		13	
LOS ANGELES			
Culver City Unified	9	9	585
Little Lake City Elementary		2	63
Long Beach Unified		180	2,920
Los Angeles Unified	129	135	16,449
Los Nietos Elementary		2	15
Monrovia Unified	41	192	
Pomona Unified		29	541
Rowland Elementary		21	273
MERCED			
Merced City Elementary	17	5	115
ORANGE			
Fullerton Joint Union High		4	77

TABLE I (Continued)

COUNTY School district	Number of culturally disadvantaged, underachieving mentally gifted pupils		Number of other mentally gifted minors enrolled
	Identified*	Enrolled*	
PLACER			
Auburn Union Elementary		1	23
RIVERSIDE			
Coachella Valley Joint Union High		6	39
SACRAMENTO			
Rio Linda Union Elementary	19	19	373
SAN DIEGO			
Encinitas Union Elementary		2	27
La Mesa-Spring Valley City Elementary		795	
Sweetwater Union High	4	4	780
SAN JOAQUIN			
Lodi Unified	1	2	82
SAN MATEO			
South San Francisco Unified		39	
SANTA BARBARA			
Santa Barbara City Elementary	6	6	146
Santa Barbara City High		8	307
SANTA CLARA			
Alum Rock Union Elementary		18	166
Campbell Union High	1	2	429
Moreland Elementary	2		
Mt. Pleasant Elementary		15	75
San Jose Unified	21	21	1,228
Sunnyvale Elementary		17	418

TABLE I (Continued)

COUNTY School district	Number of culturally disadvantaged, underachieving mentally gifted pupils		Number of other mentally gifted minors enrolled
	Identified*	Enrolled*	
STANISLAUS			
Modesto City Elementary	6	6	334
Modesto City High	9	9	174
Salida Union Elementary		1	
VENTURA			
Ojai Unified		51	27

*Discrepancies between the number of culturally disadvantaged, underachieving mentally gifted minors identified by school districts in the 1969-70 school year and the number actually enrolled in that year are explained as follows:

1. Some pupils had been identified but were not yet enrolled in programs.
2. Some students enrolled in programs had been identified before the 1969-70 school year.

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